

Democracy in Action

Entry Level 1 – Level 2

Skills for Life and Work
Unit Specification

Contents

Contents.....	2
Unit Aim.....	3
Units from Other Awarding Organisations	3
Qualification Documentation	3
Progression Across Levels	4
Delivery Requirements	5
Assessment Approach.....	7
Entry Level 1	7
Entry Level 2.....	8
Entry Level 3.....	8
Level 1	9
Level 2	9
Unit Content	10
Entry level 1	10
Entry level 2.....	13
Entry level 3.....	16
Level 1	19
Level 2	22

Unit Aim

This unit is part of the Skills for Life, Skills for Work, and Skills for Life and Work qualifications, available at Entry Level 1–3, Level 1 and Level 2 to support the 14-16 Curriculum for Wales.

The Democracy in Action suite of units has been designed to develop learners' understanding of democracy and their own political rights, while equipping them with practical skills to research, engage in discussion and debate, and to make informed decisions.

Units from Other Awarding Organisations

Only units that form part of the approved Open Awards Skills for Life, Skills for Work, and Skills for Life and Work qualifications may contribute towards achievement of this qualification.

Units certificated by other Awarding Organisations, or units taken from other Open Awards qualifications, cannot contribute to the achievement of this qualification. This requirement applies across all levels and qualification sizes.

Qualification Documentation

This Unit Specification is a mandatory document and must be read and applied alongside the relevant Qualification Guide (level-specific) and the Open Awards Provider Handbook.

Progression Across Levels

This suite of units has been designed for learners ranging from Entry Level 1 – Level 2. Learners may progress through the levels throughout their education journey, or start at a higher level as appropriate to their level of learning, education targets and aspirations.

The table below summarises the areas of learning included within the units and how these are treated at each level.

Concept	Entry 1	Entry 2	Entry 3	Level 1	Level 2
Understanding democracy	Recognise situations where they can make a choice	Identify ways people participate in a democracy	Identify key features of a democratic vote	Describe differences between democratic and non-democratic systems	Explain key principles of democratic systems
Making informed choices	Participate in a simple vote	Give examples of how to make an informed choice	Collect information to inform a decision	Present findings with an informed opinion	Evaluate findings with an informed opinion
Rights and responsibilities	Recognise basic rights	Recognise rights and responsibilities	Give examples of rights and responsibilities	Identify key political rights	Summarise legal and political rights under legislation
Debating and expressing opinion	Participate in a simple discussion	Participate in a guided debate	Participate in structured debate using relevant arguments	Contribute to debates using prepared arguments	Communicate persuasive arguments acknowledging different viewpoints
Research and enquiry skills	State a simple preference	Identify information to support a choice	Collect information from different sources	Research a local issue	Research and analyse a national issue
Cognitive demand	Recognise / participate	Identify / state / give examples	Describe / collect / reflect	Describe / research / contribute	Explain / evaluate / analyse

Delivery Requirements

Before delivery, providers must have an approved Delivery and Assessment Plan that maps teaching, learning and assessment to all (level-specific) assessment criteria in this Unit Specification.

Providers are expected to plan and deliver learning and assessment activities within standard school/college/training provider facilities. This unit should be accessible and deliverable without requiring specialist infrastructure, high-cost resources or restrictive entry conditions.

Staffing Resources

Providers must ensure suitably qualified and experienced teachers are available to deliver and assess this unit.

Delivery staff must:

- have knowledge and understanding of democracy, citizenship and political systems appropriate to the level of delivery
- be able to facilitate discussion, debate and differing viewpoints in a balanced, inclusive and respectful manner
- understand safeguarding requirements and know how to respond appropriately to learner disclosures or concerns.

Delivery should be supported by:

- staff who can support learners to develop research and enquiry skills
- staff who can guide learners in forming and expressing informed opinions
- access to pastoral or safeguarding support where required.

Delivery staff should hold, or be working towards, a recognised teaching or training qualification where this is a requirement of the provider.

Physical Resources

Providers must ensure suitable and sufficient resources are available to deliver and assess this unit. As a minimum this should include:

Learning Environment

A safe and inclusive classroom environment that supports discussion, debate and group activities

Teaching and Learning Materials

- structured lesson plans and session materials to support consistent delivery
- learner handouts and activity materials to support understanding, discussion and reflection
- scenario-based materials and case studies to support exploration of democratic processes and decision-making
- visual resources such as slides, diagrams and prompts.

Equipment

- presentation equipment, e.g., projector or interactive screen
- access to a computer or laptop for digital resources
- classroom resources including whiteboard and writing materials.

Practical Democracy Resources (as appropriate)

- materials to support voting activities, e.g., ballot papers, ballot boxes, registers
- simple voting tools, e.g., tokens, cards, counters
- materials to support debate activities, e.g., prompt cards, agree/disagree signs
- access to current media sources (news, online articles)
- simple research tools (internet access, printed sources).

Entry Requirements

Learners do not require any prior learning or qualifications for any of the units within this suite. However, as the level of complexity of language increased through the levels, the provider must complete robust initial assessments to ensure the learner is able to access the content at the level they are starting.

Assessment Approach

This suite of units has been designed to be assessed through assessment tasks and activities designed by the provider.

Providers must undertake pre-course verification prior to assessment taking place to confirm tasks cover all assessment criteria and are appropriate to the level.

All assessment criteria must be met in full for the learner to be awarded a 'pass'. No partial award can be made if any assessment criteria is not met.

Learners are required to collate evidence in a portfolio of evidence. This can be presented digitally (e.g., through an e-portfolio system) or as paper-based as appropriate to the individual learner. Wherever possible, e-portfolios are encouraged.

Assessors must assess the evidence collated by the learner against the assessment criteria within the unit to determine whether each has been met in full or not. All assessment decisions are subject to internal quality assurance (IQA) by the provider and external quality assurance (EQA) by Open Awards before the result is confirmed.

The following types of assessment tasks have been determined to be suitable for this unit at each level.

Entry Level 1

Assessment of Democracy in Action at Entry Level 1 should include:

Assessment Type	Examples of Tasks
Pointing / Identifying	Identifies where they can make a choice (e.g., choosing a reward, book, or snack)
Simple Practical Task	Participate in a vote (e.g., hand up, thumb up/down, choosing green/red card)
Simple Discussion	Participate in a simple discussion about a school-related topic (e.g., "I like break time", "I don't like that subject")
Simple statement	Identify different choices between people (e.g., "I like red they like blue")

Entry Level 2

Assessment of Democracy in Action at Entry Level 2 should include:

Assessment Type	Examples of Tasks
Matching	State basic features of a democracy (e.g. freedom of speech > democracy)
Identifying	Identify ways people participate in a democracy
Short response	State a preference on a given choice
Simple statement	Give examples of how to make an informed choice (e.g., "I read a book", "I spoke to my teacher")
Participation	Participate in a guided debate on a familiar topic

Entry Level 3

Assessment of Democracy in Action at Entry Level 3 should include:

Assessment Type	Examples of Tasks
Short Written / Oral Response	Describe factors that can influence how people vote
Identification Task	Identify key features of a democratic vote
Supported research	Collect information from different sources to inform a decision
Practical Application	Participate in a structured debate using a relevant argument
Reflection	Reflect on own participation

Level 1

Assessment of Democracy in Action at Level 1 should include:

Assessment Type	Examples of Tasks
Comparison task	Describe the difference between a democratic and non-democratic system
Explanation task	List key political rights held by citizens
Research / Presentation	Research an issue affecting the local area and present findings
Participation	Participate in a debate
Organising	Prepare the materials and environment for a democratic activity
Group Activity	Lead the activity

Level 2

Assessment of Democracy in Action at Level 2 should include:

Assessment Type	Examples of Tasks
Written / Oral Task	Summarise legal and political rights protected under current legislation
Explanation Task	Explain the importance of the separation of powers in a democracy
Planning task	Plan an investigation into a national issue
Research / Presentation	Research a national issue and present findings
Evaluation Task	Evaluate findings with an informed opinion

Unit Content

Entry level 1

Unit Title: Democracy in Action

Unit Reference Number: CBM041

Level: Entry Level 1

Credit Value: Two (2)

Guided Learning Hours: 20

Unit Aim: To develop learners' understanding of democracy and their own political rights, while equipping them with practical skills to research, engage in discussion and debate, and to make informed decisions.

Principles of Progression

Progression step 1 - I can show an awareness of who I am and that I am similar and different to others.

Learning Outcome (The Learner will):	Assessment Criterion (The Learner can):
1. Know what it means to have a say	1.1 Give examples of choices
	1.2 Identify how choices differ between people
2. Know basic rights	2.1 Give examples of rights
	2.2 Participate in a vote
3. Be able to participate in a discussion	3.1 Participate in a simple discussion about a school-related topic

Indicative Content

LO1	AC 1.1 Learners gave examples of where they make choices in everyday life. Examples could include: • choosing a reward for the class • picking a book to read • deciding which snack to have • choosing clothes to wear.
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	AC 1.2 Learners must identify how choices differ between people e.g., • “I wear red they wear blue” • “I had a banana they had an apple.”
LO2	AC 2.1 1 Learners must give examples of basic rights they have e.g., • to be safe • to be heard • to learn • to be treated fairly. AC 2.1 Learners must participate in a vote. Participation could be shown by raising a hand; putting a token in a jar; using a "thumbs up/down" gesture; using a basic digital voting tool (e.g., a green or red button).
LO3	AC 3.1 Learners must participate in a simple discussion about a school-related topic e.g., • taking turns to speak about school lunches • listening to a peer talk about the school uniform • using a communication board to express an opinion on available equipment.

Area of Learning Experience	Humanities
Statement of What Matters	Human societies are complex and diverse, and shaped by human actions and beliefs. Informed, self-aware citizens engage with the challenges and opportunities that face humanity, and are able to take considered and ethical action
Links to the Four Purposes	Purpose 3 - Ethical, informed citizens of Wales and the world
Cross-curricular Skills	Literacy and Digital
Integral Skills	Critical thinking and problem solving
Understanding of sustainability in the world of work and/or everyday work	Understanding how informed decision-making and active citizenship contribute to a fair and sustainable society

Relevant Cross-Cutting Themes

Theme	Rationale
Human Rights	Ensures learners understand rights, responsibilities, equality, and diversity. Furthers understanding of Skills for Life: citizenship, community engagement, understanding discrimination, self-advocacy

Entry level 2

Unit Title: Democracy in Action

Unit Reference Number: CBM042

Level: Entry Level 2

Credit Value: Two (2)

Guided Learning Hours: 20

Unit Aim: To develop learners' understanding of democracy and their own political rights, while equipping them with practical skills to research, engage in discussion and debate, and to make informed decisions.

Principles of Progression

Progression step 2 - I can explore my identity and compare it with those of others, recognising that society is made up of diverse groups, beliefs and viewpoints

Learning Outcome (The Learner will):	Assessment Criterion (The Learner can):
1. Know the basic principles of democracy	1.1 State basic features of democracy
	1.2 Identify ways people can participate in a democracy
	1.3 Recognise rights and responsibilities people have
2. Understand the importance of making an informed choice	2.1 Give examples of how to make an informed choice
	2.2 State a preference on a given choice
3. Be able to participate in a debate	3.1 Participate in a guided debate on a familiar topic

Indicative Content

LO1	AC 1.1 Learners must state the basic features of democracy e.g., • having a say • voting • listening to others • freedom of speech. AC 1.2 Learners must identify ways people can participate in a democracy e.g., • voting in an election • joining a school council • taking part in a classroom survey. AC 1.3 Learners must recognise that people have rights and responsibilities e.g., • to be safe • to be heard • to be fair to each other • to listen.
LO2	AC 2.1 Learners must give examples of how to make an informed choice e.g., • looking at two different posters for school clubs • listening to two peers explain their ideas for a class trip • looking at pictures of different lunch menu options. AC 2.2 Learners must state a preference on a given choice e.g., • lunch options • school trips to attend • which book they read.
LO3	AC 3.1 Learners must participate in a guided debate with their peers on a familiar topic e.g., • speaking for or against a change to the school uniform • using "I agree" or "I disagree" cards during a discussion about phone use in class • suggesting a reason why one school trip is better than another.

Area of Learning Experience	Humanities
Statement of What Matters	Human societies are complex and diverse, and shaped by human actions and beliefs. Informed, self-aware citizens engage with the challenges and opportunities that face humanity, and are able to take considered and ethical action
Links to the Four Purposes	Purpose 3 - Ethical, informed citizens of Wales and the world
Cross-curricular Skills	Literacy and Digital
Integral Skills	Critical thinking and problem solving
Understanding of sustainability in the world of work and/or everyday work	Understanding how informed decision-making and active citizenship contribute to a fair and sustainable society

Relevant Cross-Cutting Themes	
Theme	Rationale
Human Rights	Ensures learners understand rights, responsibilities, equality, and diversity. Furthers understanding of Skills for Life: citizenship, community engagement, understanding discrimination, self-advocacy

Entry level 3

Unit Title: Democracy in Action

Unit Reference Number: CBM043

Level: Entry Level 3

Credit Value: Two (2)

Guided Learning Hours: 20

Unit Aim: To develop learners' understanding of democracy and their own political rights, while equipping them with practical skills to research, engage in discussion and debate, and to make informed decisions.

Principles of Progression

Progression step 3 - I can explore a range of ways in which identity is formed and some of the influences that impact upon diversity in society.

Learning Outcome (The Learner will):	Assessment Criterion (The Learner can):
1. Know rights and responsibilities	1.1 Give examples of rights and responsibilities in a school community
2. Understand the democratic system	2.1 Identify key features of a democratic vote
	2.2 Describe factors that can influence how people vote
	2.3 Collect information from different sources to inform a decision
3. Be able to participate in a formal debate	3.1 Participate in a structured debate using a relevant argument
	3.2 Reflect on own participation in the debate

Indicative Content

LO1	AC 1.1 Learners must give examples of rights and responsibilities in a school community e.g., • the right to be safe • the responsibility to follow classroom rules • the right to be heard in a school council meeting • the responsibility to respect others' opinions.
LO2	AC 2.1 Learners must identify key features of a democratic vote e.g., • the use of a secret ballot • the principle of "one person, one vote" • the role of a candidate • the concept of a majority winner. AC 2.2 Learners must describe factors that can influence a vote e.g., • media • opinions • family • friends • research. AC 2.3 Learners must collection information from different sources to inform a decision e.g., • research a topic in the media and books • speak to different people about their opinion on the topic.
LO3	AC 3.1 Learners must participate in a structured debate using a relevant argument e.g., • stating a reason why the school day should be shorter • using evidence to support a change in the canteen menu • responding to a peer's point about school uniform policy. AC 3.2 Learners must reflect on own participation in the debate e.g., • "I think the debate went well because I spoke clearly and researched my point." • "Next time I will be more concise in getting my point across."

Area of Learning Experience	Humanities
Statement of What Matters	Human societies are complex and diverse, and shaped by human actions and beliefs. Informed, self-aware citizens engage with the challenges and opportunities that face humanity, and are able to take considered and ethical action
Links to the Four Purposes	Purpose 3 - Ethical, informed citizens of Wales and the world
Cross-curricular Skills	Literacy and Digital
Integral Skills	Critical thinking and problem solving
Understanding of sustainability in the world of work and/or everyday work	Understanding how informed decision-making and active citizenship contribute to a fair and sustainable society

Relevant Cross-Cutting Themes	
Theme	Rationale
Human Rights	Ensures learners understand rights, responsibilities, equality, and diversity. Furthers understanding of Skills for Life: citizenship, community engagement, understanding discrimination, self-advocacy

Level 1

Unit Title: Democracy in Action

Unit Reference Number: CBM044

Level: Un (1)

Credit Value: Two (2)

Guided Learning Hours: 20

Unit Aim: To develop learners' understanding of democracy and their own political rights, while equipping them with practical skills to research, engage in discussion and debate, and to make informed decisions.

Principles of Progression

Progression Step 4 - I can analyse and explain how identity is formed. I can explain the connections between diverse societies

Learning Outcome (The Learner will):		Assessment Criterion (The Learner can):	
1.	Know the political rights of individuals	1.1	List key political rights held by citizens
2.	Understand the principles of a democratic society	2.1	Describe the difference between a democratic and non-democratic system
3.	Be able to research a local issue	3.1	Research an issue affecting the local area
		3.2	Present findings with an informed opinion
4.	Be able to participate in a formal debate	4.1	Participate in a debate using prepared arguments
5.	Be able to organise a democratic activity	5.1	Prepare the materials and environment for a democratic activity
		5.2	Lead the activity

Indicative Content

LO1	AC 1.1 Learners must list key political rights held by citizens e.g., • the right to vote in elections • the right to join a political party or pressure group • the right to peaceful protest • the right to contact a local Senedd Member (MS).
LO2	AC 2.1 Learners must describe the difference between a democratic and non-democratic system e.g., • explaining that in a democracy people choose leaders through voting • describing how laws are made by elected representatives • outlining the lack of choice or free speech in a dictatorship.
LO3	AC 3.1 Learners must research an issue affecting the local area and present finding with an informed opinion e.g., • creating a bulleted list of pros and cons regarding a school "no-phone" policy • writing a short report on local recycling facilities • producing a poster showing different viewpoints on school lunch prices. AC 3.2 Learners must present the findings from their research and include their opinion based on the information they have found.
LO4	AC 4.1 Learners must participate in a debate using prepared arguments e.g., • making an opening statement in favour of a new school rule • providing a counterargument to a peer's point • using facts researched in class to support a conclusion during a group discussion.
LO5	AC 5.1 Learners must prepare the materials and environment for a democratic activity e.g., • setting up private polling booths • preparing a register of voters • designing and printing official-style ballot papers • creating a secure ballot box. AC 5.2 Learners must lead the democratic activity (organising participants, keeping the activity on track, bringing it to a conclusion).

Area of Learning Experience	Humanities
Statement of What Matters	Human societies are complex and diverse, and shaped by human actions and beliefs. Informed, self-aware citizens engage with the challenges and opportunities that face humanity, and are able to take considered and ethical action
Links to the Four Purposes	Purpose 3 - Ethical, informed citizens of Wales and the world
Cross-curricular Skills	Literacy and Digital
Integral Skills	Critical thinking and problem solving
Understanding of sustainability in the world of work and/or everyday work	Understanding how informed decision-making and active citizenship contribute to a fair and sustainable society

Relevant Cross-Cutting Themes	
Theme	Rationale
Human Rights	Ensures learners understand rights, responsibilities, equality, and diversity. Furthers understanding of Skills for Life: citizenship, community engagement, understanding discrimination, self-advocacy

Level 2

Unit Title: Democracy in Action

Unit Reference Number: CBM045

Level: Two (2)

Credit Value: Two (2)

Guided Learning Hours: 20

Unit Aim: To develop learners' understanding of democracy and their own political rights, while equipping them with practical skills to research, engage in discussion and debate, and to make informed decisions.

Principles of Progression

Progression Step 5 - I can evaluate the multifaceted nature of identity and explain how it influences people's interaction and impact within and across diverse societies in my locality and in Wales, as well as in the wider world

Learning Outcome (The Learner will):	Assessment Criterion (The Learner can):
1. Understand the core principles of a democratic government	1.1 Explain the importance of the 'separation of powers' in a democracy
2. Know the legal and political rights of citizens	2.1 Summarise legal and political rights protected under current legislation
	2.2 Evaluate how these rights differ to citizens in a chosen country
	2.3 Analyse how legal and political rights affect individuals
3. Be able to research a national issue	3.1 Plan an investigation into a current national issue
	3.2 Research the issue
	3.3 Evaluate findings with an informed opinion
	3.4 Facilitate a debate around the national issue

4. Be able to participate in a formal debate	4.1 Participate in a debate using prepared arguments
5. Be able to organise a democratic activity	5.1 Prepare the materials and environment for a democratic activity
	5.2 Lead the activity

Indicative Content

LO1 AC 1.1 Learners must explain the importance of the 'separation of powers' in a democracy e.g.,

- the role of the Legislature (Senedd) in making laws
- the role of the Executive (Welsh Government) in running the country
- the role of the Judiciary (Courts) in checking laws are followed
- why these branches must remain independent to prevent an abuse of power.

LO2 AC 2.1 Learners must summarise the rights protected under current legislation e.g.,

- the Human Rights Act – right to education, freedom of expression, protection from discrimination.

Other current legislation can be used.

AC 2.2 Learners must evaluate how these rights differ to citizens in a chosen country e.g., difference in age requirements for voting.

LO3 AC 3.1 Learners must plan an investigation into a current national issue e.g.,

- child poverty
- housing affordability
- NHS waiting times in Wales
- additional learning needs (ALN) support
- curriculum for Wales changes
- Welsh language rights and uses
- devolution and powers of Senedd Cymru.

AC 3.2 Learners must research the issue using different sources such as books, texts, media, social media, speaking to different people.

AC 3.3 Learners must evaluate findings with an informed opinion.

AC 3.4 Learners must facilitate a debate around the issue, leading the discussion and organising people to give their opinion across differing viewpoints.

For example, if presenting a case for why lowering the voting age to 16 in Wales is a positive outcome, while addressing concerns about maturity; arguing for a change in school climate policy while considering the financial costs; using rhetorical devices to persuade an audience; using evidence to counter an opposing point.

Area of Learning Experience	Humanities
Statement of What Matters	Human societies are complex and diverse, and shaped by human actions and beliefs. Informed, self-aware citizens engage with the challenges and opportunities that face humanity, and are able to take considered and ethical action
Links to the Four Purposes	Purpose 3 - Ethical, informed citizens of Wales and the world
Cross-curricular Skills	Literacy and Digital
Integral Skills	Critical thinking and problem solving
Understanding of sustainability in the world of work and/or everyday work	Understanding how informed decision-making and active citizenship contribute to a fair and sustainable society

Relevant Cross-Cutting Themes	
Theme	Rationale
Human Rights	Ensures learners understand rights, responsibilities, equality, and diversity. Furthers understanding of Skills for Life: citizenship, community engagement, understanding discrimination, self-advocacy